You will need...







Math Observation Tool

Culture of learning



A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet <50% of students

Somewhat 50-74% of students

Mostly 75-89% of students

Yes 90-100% of students



Review the indicators for **Culture of Learning**. How would you rate the 4th Grade Math lesson you observed? Why?





A CUITURE OF	LEARNING: Are	all students ena	aged in the wa	ork from star	t to finish?
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A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.		Somewhat	Mostly	Yes
A2. Students follow behavioral expectations and directions.	N - 1 W - 1	Carrantant	A. (= =)	V

Mostly Yes Not Yet Somewnat **A3.** Students execute transitions, routines, and procedures in an orderly and efficient manner. Not Yet Somewhat Mostly Yes

A4. Students are engaged in the work of the lesson from start to finish; there is a sense of Not Yet Somewhat Mostly Yes

urgency about how time is used. **A5.** Students and their teacher demonstrate a joy for learning through positive relationships Not Yet Somewhat Mostly Yes and strong classroom culture.

A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet Somewhat Yes Mostly 50-74% of students 75-89% of students 90-100% of students <50% of students



B. CONTENT RATING:

Overall, does the lesson reach the depth of grade-level standards in terms of focus, coherence, and rigor?

Not Yet Yes



Review the indicators for **Content**.

How would you rate the 4th Grade Math lesson you observed? Why?





B. CONTENT: Does the lesson reach the depth of grade-level standards in terms of focus, coherence, and rigor?			
B1. Focus: The lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.	Not Yet	Yes	
B2. Coherence: The lesson appropriately connects mathematical concepts within and/or across arades as appropriate, reflecting the	Not Yet	Yes	

concepts within and/or across grades as appropriate, reflecting the coherence in the standards.	Not Yet	Yes
B3. Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Not Yet	Yes

B. CONTENT RATING:

Not Yet

Overall, does the lesson reach the depth of grade-level standards in terms of focus, coherence, and rigor?



Yes

Practices



C. PRACTICES RATING:

Overall, does the lesson employ instructional practices that allow all students to learn the content of the lesson?

Not YetSomewhatMostlyYes<50% of the time</td>50-74% of the time75-89% of the time90-100% of the time



Review the indicators for **Practices**.

How would you rate the 4th Grade Math lesson you observed? Why?



C. PRACTICES: Does the lesson employ instructional practices that allow all students to learn the content of the lesson?

C1. The teacher makes mathematics explicit by using accurate explanations, representations, and/or examples beyond just showing students how to get the answer.	Not Yet	Somewhat	Mostly	Yes
C2. The teacher provides opportunities for all students to work with and practice grade/course -level problems and tasks with appropriate numbers and number types.	Not Yet	Somewhat	Mostly	Yes
C3. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods.	Not Yet	Somewhat	Mostly	Yes
C4. The teacher deliberately poses questions/tasks that make students' understanding (including misconceptions) visible and adapts the lesson to support understanding.	Not Yet	Somewhat	Mostly	Yes
C5. The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the focus of the lesson.	Not Yet	Somewhat	Mostly	Yes

C. PRACTICES RATING:

Overall, does the lesson employ instructional practices that allow all students to learn the content of the lesson?

Not Yet	Somewhat	Mostly	Yes
<50% of the time	50-74% of the time	75-89% of the time	90-100% of the time

Student ownership



D. STUDENT OWNERSHIP RATING:

Overall, do students exhibit key mathematical practices while engaging with the content of the lesson?

Not Yet <50% of students

Somewhat 50-74% of students

Mostly 75-89% of students

Yes 90-100% of students



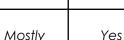
Review the indicators for **Student Ownership**. How would you rate the 4th Grade Math lesson you observed? Why?





D. STUDENT OWNERSHIP: Do students exhibit ke	y mathematical practices while en	agging with the content of the Jesson?
D. STUDENT OWNERSHIP: DO STUDENTS EXHIBIT RE	y mainemancai practices while en	gaging with the content of the lesson?

D1. Students do the majority of the work of the lesson.	Not Yet	Somewhat	Mostly	
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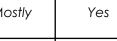


Somewhat

Somewhat

Somewhat

Somewhat



teachers provide support, students still own the complex thinking.

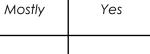
D2. Students use reasoning and problem-solving skills to persevere through difficulty. When

D4. Students explain and justify their thinking using precise mathematical language in writing

D5. Students talk about and ask questions about each other's thinking in order to clarify or

Not Yet

Not Yet



Yes

Overall, do students exhibit key mathematical practices while engaging with the content of the lesson?

Not Yet
<50% of students

improve their own mathematical understanding.

and during discussions.

Somewhat 50-74% of students Mostly

75-89% of students

90-100% of students

Yes

Mostly

INTP reimagine teaching

Let's revisit our opening exercise...



How did the observation tool change your evaluation of the lesson you observed, if at all?

How do these tools compare to observation tools you currently use to coach teachers?

